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ABSTRACT

The Present study is aimed at finding the teaching effectiveness of Memory Model of Teaching developed from the work of Pressley, Levine and their Associates in comparison to Traditional Method of teaching. It was an Experimental study conducted on Class IX Students in teaching of Geography. The results reveal that Memory Model is more Effective than the Conventional method of teaching.

Introduction :

Education continuously builds ideas and emotions. The children come to school filled with words that exists in their Memories of listening and speaking and experience the transformation of words and all they mean into reading and writing. The words will never be the same again, for they take on a new dimension. Where they could be heard before, they are now seen as well. Where they could be produced before as sound, they can now be written down. The fundamental reality of the word continues, nonetheless, to be in the mind of those children, but something important has happened to them and that happening is the property of each unique mind. The teacher brings those changes to the children by arranging the learning environments and providing tasks that generate those new realities. The realities, however, are possessions of the mind of children. But, generally in schools, teacher teach only through traditional method of teaching and do not take care of the interest and psychological and physical requirements of the students and do not try to bring any kind of innovation in teaching. They pay more attention to course completion. A traditional method of teaching is teacher-centred methodology and not provides opportunities of interaction with teacher and fellow students. Due to lack of participation of students in the learning activities, they get bored and lose interest in learning.

Models of teaching :

The core of the teaching process is the arrangement of environments within which the students can interact and study how to learn (Dewey- 1916). A model of teaching is a description of a learning environment. The description has many uses ranging from planning curricula, courses, units and lessons to designing instructional materials- books and workbooks, multimedia programs and computer assisted learning programs.

Memory Model :

Memory model of teaching developed from the work of Pressley, Levin, and their associates includes Four Phases: Attending to the material, Developing connections, Expanding sensory images and Practicing recall. These phases are based on the principle of attention and the techniques for enhancing recall.

Syntax of Memory Model :

Phase one: Attending to the Material •Use techniques of underlining, listing, reflecting	Phase Two: Developing Connections: •Make material familiar and develop connections using key-words, substitute-word, and link-word system techniques.
Phase Three: Expanding Sensory Images: •Use techniques of ridiculous association and exaggeration. Revise images.	Phase Four: Practicing Recall •Practice recalling the material until it is completely learned.

Importance of the study:

Memory Model is specifically designed to increase the capacity to store and retrieve information. It should nurture a sense of intellectual power- a growing consciousness of the ability to master unfamiliar material, as well as imaginary skill and attention to one's environment.

Objectives of the study :

* To find out the Instructional effect of Memory Model on the basis of the achievement of the student. * To find out the Instructional effect of Conventional Method on the basis of the achievement of the student. * To compare the effectiveness of the Memory model method and Conventional method in teaching of Geography.

Hypotheses : There will be no significant difference between Achievement of the student taught through Memory model and Conventional method in Geography.

Research Design :

For the Purpose of present study pre test - post test equivalent group design was adopted. Schematic Presentation of the Experiment

S.No.	Phase	Activity
1	Pre-treatment	Pre-test of selected content in Geography was administered on selected sample of 100 students.
2	Treatment Stage Content Teaching.	Experimental and Controlled Groups were formed on the basis of age, sex and pre test equivalent score. Taught the selected topic to the both Groups. Experimental group by Memory Model Lessons & Controlled Group by Conventional Method
3	Post- treatment	<div style="display: flex; justify-content: space-around;"> <div> Group A N= 50 Teaching by Memory Model </div> <div> Group B N=50 Teaching by Conventional Method </div> </div> Post-test of achievement was administered on both the Groups to observe the effect of treatment

Analysis and Interpretations :

Table-1: Comparison of Pre-test & Post-test Achievement Scores of Controlled Group

Test	N	Mean	SD	D	't'Value	't'Value
Pre	50	7.26	3.70	0.54	0.72*	.01level .05level
post	50	7.80	3.85			2.61 1.98

*Not significant

Table-2: Comparison of Pre-test & Post-test Achievement Scores of Experimental Group

test	N	Mean	SD	D	't'Value	't'Value
pre	50	7.26	3.70	9.54	11.09*	.01level .05 level
post	50	16.80	4.85			2.617 1.98o

*Significant at .01& .05 level

Table-3: Comparison of Post-test Achievement Scores of Controlled & Experimental Group

Groups	N	Mean	SD	D	't'Value	't'Value
Controlled	50	7.8	3.85	9.00	10.34*	.01 .05
Experimental	50	16.80	4.85			2.617 1.98o

*Significant at .01 & .05 level

Finding:-

* Table-1 indicates that there is not significant difference in Pre test - post test achievement of Controlled group.

* Table-2 indicates that there is significant difference in Pre test -post test achievement of Experimental group. * Table-3 indicates that there is significant difference in Mean Achievement Scores of Experimental & controlled groups.

Conclusions :-

Teaching by Memory Model is more effective than Traditional Method of teaching.

Educations Implications:-

The study revealed that Memory Model is more effective than Traditional Method as the difference favours the group which received instruction of connecting the content with images through memory model. The main reason for the difference is that most of the teachers teach through traditional method using lecture method coupled with text books which creates a monotonous environment for teacher and students both. Memory Model of teaching is very useful for primary and secondary school students, as it helps the students to recall and learn lesson easily by relating the new content with the imaginary connections.

REFERENCE

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